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ABSTRACT

Thirteen focus groups including approximately 70 people were conducted at University College Worcester and the Worcestershire Lifelong Learning Partnership in England to determine the participants' attitudes toward the educational programs provided and the best ways to reach them and encourage them to engage in learning. The majority of those in the focus groups were engaged in initial-level courses. Most of the participants had learned about the courses through friends or other trusted people, while a few had read about them in newspapers or other printed materials. Many people had joined courses because they were at a point in their lives when they wanted to make changes or wanted more skills in order to gain employment. They were most likely to attend local courses in familiar surroundings. Although most initially wanted 10-week courses, once they had taken them, they wanted longer courses, since they were just beginning to feel comfortable. Day and evening courses were about evenly preferred, as long as childcare was provided; weekend courses were not popular. The participants overwhelmingly wanted to learn computer skills; other desired learning subjects included childcare, physical fitness, and basic skills. A good tutor, low cost, and interaction with other students were attributes of good courses, participants said. The study concluded that there is a need for accurate information about available courses and support for learning so that potential participants feel comfortable returning to education. Recommendations for follow-up studies are also included. (KC)

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ED 463 429

# COMMUNITY VOICE

# FOCUS GROUP RESEARCH WITH ADULT LEARNERS IN WORCESTERSHIRE

## MARCH 2001

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**Work carried out by Julia Dinsdale as part of the collaborative widening participation project between Coventry and Warwick Universities and University College Worcester.**

**Funded by the Worcestershire Lifelong Learning Partnership.**

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## INTRODUCTION

The research arose out of discussions between the widening participation project worker, based at University College Worcester and the Worcestershire Lifelong Learning Partnership. The Partnership was keen to get Learner Fora in place to ensure a learner perspective on the work they were trying to do.

Learner Fora were understood as meetings of local people coming together to inform decision-making about education provision in the county. In discussion it was decided that this might not be achievable in the time available and from a standing start. It was agreed that one-off focus groups would be used with the hope that people who took part would be interested in coming together in Learner Fora at a later stage. This plan would at least give information on which to begin improving and changing the education provision available in Worcestershire and test the possibilities of Learner Fora.

The 13 focus groups took place between October 2000 and March 2001. Approximately 70 people participated. The aims of the research were to inform future provision and planning, identify gaps and barriers, improve present provision, widen participation and give accurate information to participants.

What follows is a description of the methodology and groups, then a summary of the findings of the research. In reading the findings, it must be remembered that this is a small random sample of people and that the comments are not necessarily representative of every learner or potential learner in Worcestershire. However, there are many strong themes that run through the research and these are identified in the conclusions. This was a pilot project and some recommendations are made at the end for follow-up work.

## METHODOLOGY

As the work was funded by Worcestershire Lifelong Learning Partnership the Local Networks set up by that partnership, were approached about their participation in the research. This approach raised a great deal of interest and produced 4 of the groups. Other groups known to be working with various communities were approached and 3 more groups were set up. The Information Advice and Guidance practitioners were also given information and another group was forthcoming. Several other groups were drawn from the lap-top initiative of the Life Long Learning Partnership.

Other approaches to try to establish groups, included items in local newsletters and letters to local businesses inviting them to take part in the research. Neither of these approaches produced groups.

In one case it was suggested that a staged approach of joining in an activity with a particularly hard to reach group might prove successful. The activity has happened, but unfortunately the follow up work will not happen in time for this report.

The possibility of individual interviews was offered, but not taken up.

These approaches have been time consuming. It seemed important to establish the creditability of the research and the worker involved. However, it has been worthwhile and most cases the preparation has ensured that the focus groups have been successful. This way of working has also had the added value of putting people in touch with others working in the same field and strengthening networks of people engaged in learning at the local level. It has also provided feedback for people involved with the learners in the focus groups, which has been welcomed and acted on.

Each group was given details of the research by the contact with the group before the meeting. At the group meeting clear guidelines on what the research was about and how it would be conducted were given and agreed. Notes were produced and each participant given a copy with a deadline for amendment before they were used. The groups lasted from ½ - 1½ hours and generally took the form of a discussion, rather than set questioning. Names were not used and the identity of groups has been removed.

Each group was offered refreshments and in several cases, at the request of the community contacts, been given vouchers for their participation.

The research also draws on the work carried out by Worcester Community Education workers through the T.R.A.I.N. groups, who have been surveying four estates in Worcester to find out educational need. 108 surveys were carried out and have been analysed and information included here.

## THE GROUPS

The majority of the people spoken to were engaged in initial level courses, some had done a variety of courses at this level, a few were doing higher level courses in very different subjects.

The participants in the focus groups were positive individuals, coping with complex lives wanting to maximize their own potential and move forward. It would be wrong to label them as homeless, unemployed, young mums, working class etc. They may fall into one or more of these categories, but these labels all appear pejorative and do not do them justice. Many of them have been excluded from education for some reason and want to return now. It is a huge

step for most of them; one that takes a great deal of courage and confidence. For some the education system failed them in the first place and is now seen as alien, many also see themselves as the failure and return very hesitantly with many assumptions about what it will be like. Some people have been out of education for a long time and, therefore, feel worried about what it will be like. What they all want is an opportunity to maximize their own potential and they need people to recognize the complexity of their lives and to meet them half way.

## GETTING INFORMATION ABOUT COURSES

Asked about how they knew about courses overwhelmingly it was 'word of mouth', most specifically from friends or family and from people working closely with the community, such as estate based community workers and workers in clubs and hostels. The important element was that they trusted people, who they felt know something about them and the course "X felt it was a good course and I would get something from it".

Where people had picked up flyers in the centres or libraries they wanted more information, face to face and this was usually about reassurance that the course was suitable for them. Printed material could never give this type of assurance and many said they would not feel confident to ring the number printed on the flyer or go along to a session offering advice. The fact that they could talk to others about the course and maybe talk to a friend into coming to the course was important "...I came because x was coming" was a common comment.

Some people got information from more formal sources, such as the employment office, this was often linked to seeking work and in some cases the information wasn't felt to be appropriate. Some men said they found Job Centres very intimidating. One man had wanted to go into sports coaching but was told there was practically no work available in that field but "that factory work would suit him". Another man reported "I've done 3 restart schemes now and I still don't have a job, they just send you on training for the sake of it".

It was interesting that where people weren't on courses they said they would approach colleges, read prospectuses, but didn't seem to have experience of actually doing it.

Several people said local papers and parish magazines might be good vehicles for publicity, but hadn't found their courses through them. Where people had looked a printed material they commented on the confusing language, especially the use of jargon.

One suggestion that was made for publicity was a community education noticeboard, regularly updated and sited in places like rent offices.

## MORE THAN INFORMATION

The reassurance sought by word of mouth is a vital stage in ensuring successful, sustainable recruitment and progression. The information wanted is usually around support issues, for example, students with disability, it is essential that they can ask specific questions about provision, "..we need to check before we go, and often their view of accessibility is different from ours". Those students who need childcare, want to know who is looking after their children and in some cases specialist childcare is wanted. Younger people were concerned about what the outcomes of the course would be, "will it help me get a job, how much will it cost, is it worth it?" One quote summed it up, "you need someone to talk to without committing yourself".

Several people mentioned the careers service. Younger people felt they hadn't been given good advice at school. "If you said you wanted to do one thing they generally said you weren't good enough or your predicted grades weren't good enough and pushed you onto some other path.." Older students said they thought careers advice was not available for them. "You need access to good educational guidance at various times in your life people make different decisions at different times".

The point was made that people were put off by the word 'interview' and being invited in 'for a chat' about the course sounded friendlier. A computer programme, which gave information on career direction was mentioned in one group and raised a lot of interest among the rest of the group.

There was less concern at the initial stage about what the course content was, feeling that this was not their concern, if you don't know anything about it then how can you ask questions about the subject? However, they did want information about the level of the course and felt that when it said beginners it should mean beginner. When students began to progress they were more likely to want course content explained.

## WHY DO PEOPLE WANT TO JOIN CLASSES

People gave a range of reasons, which can be categorized as personal, social and employment. Many people had reached a 'critical point' in their lives – "my children are beginning to overtake me and now they are at school I want to do something for myself". Some people found themselves unemployed or redundant and wanted to make use of their time. "When I was at work there wasn't time to get an education. You work long hours to earn money and then the time that is left you want to spend with your family". Some people wanted to keep their skills up to date. "I have an ambition to keep in touch with changing events". Others aren't quite there yet, but are looking and wanting information.

"Personally I feel I haven't fulfilled my education, I'm itching to get learning, but need to put my family first".

For many it is about getting back into the employment market. "You want education to make yourself marketable...you need to be multi-skilled..."It's not good enough to know how to use the lathe...you need to know how to set up and operate the computer that works it".

Those who missed out first time round talk about making up for lost time and wanting to prove something to themselves and others. They all have different hopes and expectations of the course, often a mixture; "I want to meet people, gain confidence, learn a skill that's useful to me, and maybe improve my career prospects" and some people will mention a qualification.

## WHERE COURSES ARE

For the majority of people at the initial stage, the course must be local and possibly somewhere that is familiar. Feeling secure and safe is essential for those who are returning after a long break or who had bad experiences at school/college in the past. For many the cost of travel is a limiting factor "to travel into Worcester City and back is £2.00 on the bus, I can buy a meal for that". For those in more rural situations the transport is not available so provision in the local school or community centre is the only way they can access initial courses.

Some people emphasized a slightly different view, particularly where they were in hostel situations they wanted to move out and be in other environments with different people, although there was some concern about how they might be treated by others. For those students with disability the issue of where the course was held was even more difficult. They were keen to get into other venues, but sometimes the logistics of it were overwhelming and it was easier for the education to be brought to them.

It is clear that moving on from the familiar surroundings is not as easy as education providers imagine. Some people, for structural reasons, will never be able to move on 'physically' and may terminate their education. It is interesting that the expectation from education providers is that you have to move into college at a certain level or nothing.

Some students who were on an initial course and had completed 32 weeks, 2 days a week, in a community setting, were just beginning to feel they might be able to make the 'big step' to college. Certainly those who had just completed a 10 week introductory course were not ready to move out of their surroundings.

## WHEN THE COURSES ARE

For many it was to fit in with other responsibilities generally children, transport and work. The daytime is favoured for weekly delivered courses, although people who are working would like some evening provision locally particularly if safe transport were available.

Where children are not a problem or childcare is provided then lunchtime and twilight classes have been popular. Weekends were not generally mentioned as a good time unless all the family are involved.

The surveys carried out by Worcester Community Education showed a fairly even divide: 30 people wanted morning, 30 wanted afternoon and 38 evening. Many parents wanted evening, because they felt happier leaving their children with a partner or relative than at the provided childcare. Several people indicated that they would welcome classes during school holidays, particularly if childcare provision was made.

Some people, whose lifestyles are fairly transient, commented that courses, which only run once a year can be difficult. If you arrive in an area in November, you've got to wait right round to September the next year.

## WHAT SUBJECT

The survey again showed that courses that include computer skills are popular. 48 people out of 108 asked for them. There was also a great deal of interest in First Aid, particularly for specific groups e.g. children or the elderly. Keep fit, weight control and self-defence were all mentioned several times and people showed interest in community issues such as children's play, the environment and health issues. Some of these courses are already available in the communities surveyed and this highlights the need to keep communication in the community active and the need for more people working within communities to make the educational connections.

Computers were described as 'the new educational revolution...they are a leveller, it doesn't matter if you can't read or write you can still use a computer...even at 70 you can learn computers. They provide a bridge to the world of learning".

Those who are already attending classes find it very difficult to think of other subjects they might be interested in taking. "There's lots of things I'd like to do like upholstery, but at the moment what I have time to do must be linked to work". Others said that the content wasn't particularly important "I'd do most things that seem interesting if it was local". Many named courses linked with the subject

they were already studying. "We've been studying childcare, it might be useful to do an arts and crafts course linked to things you can do with children". On the whole it was progression that people were interested in, that's where they had gained confidence and it felt comfortable.

There were some comments about Basic Skills provision. It was generally seen as helpful by those who really needed it, however the point was made that it was often offered without individual assessment, particularly in hostel situations, because funding was available for that sort of work and some people found it "too easy and patronizing", others "too difficult and it made them feel stupid and embarrassed".

Men in particular, identified sports subjects, particularly gym instruction and sports leadership.

Although there was little enthusiasm for more job-seeking type courses, people did want the issue addressed in the context of their course, so that how you present the skills you have gained during the course at an interview would be welcomed.

## THE TUTOR

The tutor is vital to the success of the course. This was another unanimous finding of the research.
"You need someone who you feel relaxed with, someone easy to talk to and understanding".
"He/she should not feel like enemy no.1".
It was clear that people felt that tutors who were willing to come out to them were probably special in some way and would be flexible. One group, which was men only, said they felt that female tutors were more sensitive than men to their needs, more genuine and were better listeners, all of which the men considered important characteristics of a tutor. Several groups said they preferred tutors to be older than them as that would help them respect the tutor. Young students welcomed tutors who were also friends, they compared this to school, where they felt things hadn't been explained and they weren't listened to. "If you misbehaved they shouted at you, gave you detention, but they didn't talk to you, so you didn't respect them".

Others mentioned the importance of the tutor as a role model, not just their ability in the subject area, but their own life experience, "She was like us and now look what she has achieved".

The tutor needed to be able to pick up quickly when people didn't understand or were struggling, particularly in the early stages, as people were not confident enough to say anything. As the group cohesion grew, it became less of a problem; but some people felt that people left when they couldn't ask for help.

Tutors needed to be encouraging and to give students a sense of achievement whatever the individual's ability. One woman, who had started to attend an art class because it was on, discovered a talent she never knew she had. "He (the tutor) gave me some pastels, I thought they were children's crayons and asked me to draw a rose. I did it, I thought it was awful and wanted to throw it away, but he helped me work on it and now its in a shop for sale! He made Tuesdays worth getting up for".

One group made the point that it was a two-way process and that if the group was responsive then the tutor enjoyed teaching them.

## THE REST OF THE GROUP

People who weren't already in groups didn't see this as particularly important, although some said that they would prefer to be in a group of students around the same age as them. For others the fact that they would know someone in the group was a motivating factor "At least here you knew you would know people, even if only by sight, it was easier to come for that reason".

As the groups got to know one another group learning was very effective. "We all help one another and if one of us makes a mistake we can all learn from it". In one group it was obvious that if people missed a week the others contacted them to keep them up to date. Another group described how when they had had a visit to the local college to do some IT they had been able to support one another in what had been a potentially 'scary' situation.

For some people a barrier to entering a formal educational setting was how other people might view them. Several people identified feelings of inadequacy about their own education "people at college would be much brighter than them and they would just end up feeling worse about themselves".

The size of the group was felt to be important for certain subjects, especially where you were expected to discuss or where equipment was necessary such as computers. "It doesn't matter for keep fit as long as you can see the teacher." Too small could be embarrassing, too large "you hide and don't learn".

## COURSE DELIVERY

All the learning groups visited were weekly 2 hour slots and most people thought this was adequate. Several felt they wanted longer, say 3 hours (as long as childcare was also included). There was no definite idea of how long a course should be, but all those who had completed or were half way through wanted more than 10 weeks. We have only just "caught learning" at the end of the initial

10 weeks. Several people who had only just started said they were pleased it was only 10 weeks, but hoped that if they liked it they would be able to progress. People felt that other ways of delivery might be useful e.g. day workshops, which reinforced the work completed, drop in sessions with tutor help, work to do at home.

People who were attending courses to get employment welcomed 'sandwich' type courses partly in college, partly on the job. Others reinforced this with the recognition that they learn better when it's practical and they learned on the job. Others made the point that on the whole employers didn't value education so were unlikely to give you time off or support your attempts to upgrade your skills. 'They will employ those people who have the skills they want rather than train them".

Schemes such as 'New Deal' received a mixed reception. One person welcomed the opportunity to get a paid job and training and had found it quick to arrange. Another view from an employer in small business was that the schemes didn't provide the relevant skills and employers were often put off by the people who administer them, who seem to lack experience of business or trade.

How the content of the course had been presented was also important. Courses tailored to the needs of the group were praised. One tutor explained that he felt it was essential to give students a real introduction to all aspects of computing so they could make a choice. He could have delivered a ready made CLAIT course, but felt it would have alienated the group.

Several groups mentioned the idea of 1:1 delivery as a starting point and as a support at difficult times in the course. This was particularly important to those people who felt they had failed at school/college in the past and wanted to be eased back into the formal situation.

The idea of tasters being brought out to the community attracted some people. This gave some flexibility and a chance to decide without making a long term commitment. It saved you signing up for a course, not liking it, leaving and feeling a failure.

## COSTS OF COURSES

Most of the initial courses were offered free and this had been an incentive for some students to come. When asked about costs most people felt that after the initial course they would be willing to pay a 'reasonable' fee but it would have to be within their means. If there was a fee it should be spread out over the course duration. However, it was added that they didn't think people should pay childcare fees on top of course fees. They were also keen to know of any hidden

costs. There was some evidence that people who could afford to pay were being offered free courses.

There was a great deal of confusion about what you pay when you go to college. Mostly people saw it as expensive "..this 10 week course would have cost at least £50 at college". One group told me you didn't pay if you were under 19, another group thought that anyone under 21 got it free. There was a lot of concern about how training affected your benefits and who could get it and who couldn't. They felt that it was difficult to get clear information on what they would actually pay for anything at college. It was confused by the variety of courses and the language used to describe them e.g. BTEC NVQ etc. all of which seem to have different course fees. Again they didn't know where to get the correct information and most of it was hearsay passed by word of mouth.

## WHAT WOULD COLLEGE BE LIKE?

Again a lot of this information was hearsay or their own assumptions. Colleges were described as big and scary and threatening compared to the local community setting. Interestingly students at college hoping to progress to HE, use the same words about University. There were comments about looking stupid, being old, being intimidated by the size and not being able to find your way around.

Several younger students identified College as being "too much like school".

The size of groups in colleges was also mentioned, someone described a course where you had to put your name on a list and wait for help.

The cost of getting to college and lack of transport to some colleges was mentioned, "I was paying £25 a week out of my benefit to get there".

Some parents had concerns about the quality of crèches in colleges, fearing they would not provide specialist care or they would be too big.

Many people mentioned the intensity of courses at college and the amount of homework they might have to do. The point was made that family and work commitments often made homework impossible and that courses should allow time and space for homework. One group picked up on exams in particular, citing it as a reason for not going to college. They didn't know how to revise and felt they had poor ability to retain information.

## PROGRESSION

Progression was something raised by most groups. Those who had enjoyed their 10 week introductory course felt anxious to continue and learn more. They had learnt some skills and gained confidence, which they felt would be lost as soon as the course ended. For some, who didn't have access to computers at home it felt very much a let down. They weren't ready to move on to college or certificated courses, they wanted the next level of provision in the community and tailored to continue their learning.

Groups who had experienced longer courses or a wider range of courses were keen to move on to the next stage and some felt ready to move into more formal settings. However, they all stressed the need for a 'helping hand'. They saw several ways of achieving this, one was visits to the institutions whilst still on their course. Another was to go on to a course with people they already knew. Several mentioned the idea of getting some information, advice and guidance whilst still on their course, someone to talk to about the next step and maybe a familiar face when you make the step. There was a suggestion from one group who might move out of the area that colleges should work together to introduce students to institutions in other areas.

Others felt frustration at not being able to access courses at the next level. They recognized that there was a lot of funding available for 'fashionable' things like basic skills, they didn't want to say this wasn't worthwhile but there was little available for those who didn't need it or had gone through it. They also criticized the short term nature of 'fashionable' funding. "One month it's for drug abusers and lots of activity happens then it runs out and you are left high and dry." Or funding is withdrawn and no reason given to students so that they feel resentful and let down.

Some people felt that they were categorized as low achievers, and expectations of their ability were low. They found themselves going round low level courses and never feeling they moved on. Again good educational guidance was wanted. One person spoke of nearly completing a course at college, which he had really enjoyed and then being forced to leave because of ill health, he was anxious to continue his education/training in another field, but could never get advice on how to go about this.

## CONCLUSIONS

This research shows that there is an interest in and a need for education and training among people in the local community. However, there is a gulf between formal education provision and the learners and potential learners. We are beginning to get it right with local provision, but little joined up thinking has yet been done about how this provision is supported, marketed and progressed.

There is evidently a need for education providers to be working together and with people in the voluntary sector to achieve effective life long learning.

It is dangerous to draw too many conclusions from this small scale piece of research, what becomes apparent is that in order to widen participation a more flexible approach, which recognizes the complexity of peoples' lives is required. However, there are certain recurring issues, which can be highlighted from the research.

Accurate information, advice and guidance

It was remarkable that no-one mentioned paper publicity as a source of information, yet institutions spend a great deal of time and money on this form of marketing. The main channels of information are family, friends and the workers dealing with groups on a daily basis. There is a need to be able to link with these people to provide accurate information. The voluntary sector has a crucial role to play here and their resources both money and time, are often small (many with one worker or staffed by volunteers). Outreach is again becoming popular with formal education providers, it may be that the money for this is best spent supporting the community structures that already exist and identifying 'education champions' from within the community rather than appointing new workers who will spend a good deal of time getting to know the area and gaining the trust of the community before work can begin.

Guidance was seen as very important and is missing at the adult level. It is unlikely that the people I spoke to would go along to colleges for this guidance and where formal agencies have been used it doesn't seem to have been successful, in that people felt 'pushed' in inappropriate directions. The guidance like the courses needs to be delivered locally by trusted and trained people.

Support for Learning

There is a clear need for increased crèche facilities, which are good quality and can offer some specialist childcare, plus schemes to enable parents to employ their own carers.

The extension and provision of support for disabled students needs careful attention. Developments need to be made in consultation with these students. It might be worth considering the use of already well-equipped day centres as general education centres, attracting able bodied students in rather than converting centres a high cost.

The provision of courses in local venues cuts down the transport costs, but where this can't be achieved providers need to consider how transport costs can be met.

The cost of courses is a complex one. Most of the widening participation groups welcome free courses, However, I did meet several groups who were being given free courses and themselves said they were "pleasantly surprised" as they obviously didn't need the concession. Tighter targeting of the widening participation groups is needed. The point was also made that there are often hidden costs such as materials and these need to be made clear at the outset.

The tutor has a vital support role in the groups and often this is being achieved through a great deal of good will on their part. Adequate support and investment in the tutors is needed to maintain this high level of commitment, essential to success of these initial courses in the community.

As well as support for the individual, there is an evident need for support for the local venues, now becoming popular for initial level courses. Often these are run by a small number of employed staff, supported by volunteers. It is sometimes the case that there is no one to open up the building for the course or to provide reception and security facilities for the group. Providers need to ensure that they are paying for these facilities as part of the course or organizing their courses to suit the venue and the community venues need to be clearer about their needs and costs.

Progression

Three issues emerged here. The first is the lack of progression from the initial courses being put on in the community. There is a feeling of 'catching learning' and then being left 'high and dry'. This is starting to be addressed, but needs to become part of the way education providers work collaboratively, each recognizing the value of one anothers' contribution to a 'joined-up' learning strategy, which is designed for the benefit of the student not the institution or funders.

The second issue is about the level of course and where they are provided. At present it is expected that once you have done an introductory course then you move out of your community into a more formal setting. For various reasons this is not always appropriate or possible. Education providers need to re-examine the thinking behind this and to explore the possibilities of provision of all levels within local venues.

The third is to consider the notion of 'the helping hand'. There is a need to break down myths and assumptions about formal education and make the transition comfortable and successful.

## RECOMMENDATIONS FOR FOLLOW UP RESEARCH

- This research has been time limited and was seen as a pilot. It was initially intended that Learner Fora would be established to inform change. However, the focus group approach was adopted in order to reach more people and test the idea of learner fora. There has been little enthusiasm among people to meet on a regular basis, although they were generally happy to contribute on the one occasion and some people said they would be willing to be followed up again. The idea of regular learner fora needs to be reviewed and considered in the light of this research and developments under the Learning Skills Council.

- There are certain categories of learners who have not been touched, notably those in low paid employment, unless they have answered our questionnaires as part of another group. Some interesting research was carried out by Fergus McKay at Evesham College (Report into the attitudes of both employers and employees to the current Higher Education Provision in Worcestershire – July 2000), which needs following up and extending. Three local businesses were contacted as part of this research, but no replies were forthcoming. Some non-learners joined several focus groups, but not enough to draw conclusions from.

- This has been a piece of <u>action</u> research and we are now in a position of having information on which to act. Consideration needs to be given to what action it is appropriate to take and to feed this back to participants to indicated that their comments have been heard and valued.

- Part of the initial proposal was to train researchers from the community to organize and run focus groups or learner fora. This hasn't happened, mainly because of time restrictions. There has been interest in the idea and it is particularly relevant for the 'hard to reach' groups. As is indicated in the findings work has only just begun on this. It would be important to pick up on these initiatives and carry forward the initial proposal to train researchers, who could take the work forward more effectively.

- Dissemination of the findings is also an important issue. How the community voice is now heard must be considered and acted upon.

- Hopefully this will not be the one and only 'Community Voice', but before work continues the above points need careful consideration.

Further copies available from:

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